

School Activities



Scene from Command Performance Before Elizabeth of Romeo and Juliet



Busy Library Corps Members—Ladycliff Academy, Highland Falls, New York



THE CLEARING HOUSE

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—but there's something
in every issue for every **faculty member!**

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School Activities

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As the Editor Sees It



A very popular topic for discussion at student council conferences and workshops is this: "How can the council increase the interest and cooperation of the student body?"

Many times more than once we have heard some student say, "Our council is a sort of private club to which we students elect members."

Sometimes (or oftener) these two items have a close cause-and-effect relationship.

It may be trite to say (but apparently necessary) that the council is NOT a private club but a representative group elected to provide leadership for the whole student body. Ensuring that the school realizes this fact is an important responsibility of any student council.

How can this be done? By such devices as: (1) Keeping the school adequately informed on what the council faces, plans, and is doing—its projects, activities, problems, and ambitions; (2) Assigning nonmembers to suitable committees and duties; (3) Promoting proper orientation programs for new students, not freshmen only but ALL new students; (4) Definitely asking for suggestions on specific school problems; and (5) Giving appropriate recognition to those members and nonmembers who achieve some worthy goal and do some outstanding service.

All of these together mean that the council must show a proper attitude towards those whom it leads if it expects these to show a proper attitude towards it.

This fall two high schools we know, which have had normal athletic relationships for years, had a "rhubarb" concerning an athlete who moved from one community into the other, the first school charging that he had been coaxed away, etc.

The state athletic association made a thorough investigation and found nothing whatever to substantiate the claim. BUT, because of a fear of unpleasant reactions, the two schools cancelled their annual football game.

Who was at fault? The school officials who publicly made the charge AND the newspapers of both communities which played up the story for all it was worth.

We believe that the matter should have been handled entirely between the two schools with no newspaper reflection whatever. Of course, it made "good newspaper material" but this was not only unpleasant for everyone concerned (and his community) and unnecessary, but also downright damaging.

Incidentally, while we are talking about athletics, it is our humble opinion that the present rapid development of junior high school interscholastic athletics is unwise and unhealthy. The objections and disadvantages are well known. Naturally, this development is welcomed by senior high school coaches, especially where the junior and senior highs are housed together and where consequently the same system or style of game play can be developed.

True, some sensible restrictions have been imposed, concerning number of games, distance between schools, pre-varsity games, length of periods, size of playing areas, etc. These limitations are in the right direction, and we hope they are really observed. They must be or this activity will get entirely out of hand—as it appears to be in many communities at present.

"Recognizing and Discharging Our Responsibilities" is a perfectly appropriate subject for serious discussion by any group of student officers or leaders because, naturally, the extent of this recognition and discharge determines the success of any organization or activity.

Occasionally, (not often, perhaps, but still occasionally) we hear sponsors wail about the use of this seemingly unnecessarily repeated emphasis. Obviously, while it may be "old stuff" to sponsors, it is "new stuff" to most students—and always should be to all of them. This song cannot be over-sung.

Soon it will be time for the Christmas season and its activities. Let's remember that, although a program of direct and needed service may not be so spectacular as a public platform program, it is certainly as beneficial to every one concerned, the servicer as well as the servicee.

An assembly program should be interesting, entertaining, educational. Programs that use student talent are preferable and provide excellent experience.

An Assembly Program on Parliamentary Law

A SPONSOR OF EVERY ACTIVITY in which meetings of a formal nature are part of the procedure knows one great weakness centers around the conducting of these meetings. To be able properly to conduct a meeting, a few of the more important parts of parliamentary procedure should be forcibly brought to the attention of those concerned. This can be done attractively through an assembly program as follows.

Two meetings are conducted at the same time by two groups ("right" and "wrong") facing each other across the stage with a "divider," a transparent curtain or even a row of chairs placed between them. A full complement of officers is included in each group plus eight or ten "members." Through the divider each group maintains its identity; and has the benefit of the action on the other side as the action progresses.

In each case the "wrong" is done and then in opposition to that and immediately afterward the "right" takes over and does the same thing in the proper manner. Such things as quieting down so that the meeting can get under way is demonstrated, first as it is usually done and then as it should be done.

The call to order and other opening items common to all meetings are taken up one at a time.

The Flag salute is improperly given; then properly done. The shuffling of papers by the leader of the disorganized group is contrasted with the efficiency of the officer who has come

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to the meeting fully prepared. The reading of a roll properly and improperly is a part of this opening phase of the program.

The secretaries of the respective groups then have their turn and show how to handle that job and how not to handle it. At this point various commotions occur on the "wrong" side which are overlooked by the chairman, while the same things call down criticism when the "right" side gets its turn.

The reading of minutes by each secretary in turn points up improper preparation for that necessary part of every meeting contrasted to the job done by the good secretary. Much can be made of this portion of the program because it happens to be a weak spot in many school organizations. At the same time it is one area in which much of educational value can be accomplished if done correctly.

On the call for committee reports all aspects of this problem can be portrayed, and the audience given an idea of what true committee work entails and the manner in which such reports are given, both bad and good. Lack of attention on the part of the wrong group is graphically shown, while the good group shows the interest or at least courtesy at the time the reports are given.

The loudness and clearness of the voice giving the report is used as a point for contrast. Extraneous matters from time to time are brought up on the bad side and the meeting left to wander, while on the good side the same action causes the chairman to bring the meeting back on the track immediately.

Actual disruption of the meeting on the bad side can be engineered by having one student fall from a chair, or having one of the participants on that side fall asleep. A person entering the room can do so in a manner that is quite noisy.

These same things could be portrayed in the better light on the good side by demonstrating postures that indicate attentiveness. If one member seems to doze, his neighbor quietly brings him

Our Cover

The upper picture was contributed by Harold Hainfeld, Roosevelt School, Union City, New Jersey. It shows a scene from the command performance of "Romeo and Juliet" before Queen Elizabeth I. It is one of many educational TV films that can be made available for school use. Educational TV is on the increase; and has many possibilities. See article and picture on page 86.

The lower picture was contributed by Ladycliff Academy, Highland Falls, New York. It shows a few of the seniors, all members of the Library Corps, performing various tasks during a library period. The academy boasts a very active library club composed of more than thirty members of the various classes. This is just one of the many clubs and activities in which the students are privileged to participate at the academy.

back to reality. The courteous late entry into the meeting room is shown by the member coming in on tip toes.

Under the reading of correspondence the bad and the good ways to handle this matter are depicted. Once again voice and clarity in reading is stressed. Unreadiness for the reading is shown by the necessity of searching for or shuffling papers, letters, and envelopes about in a noisy fashion.

When the treasurer's report is reached, it can be easily brought out how such a report should be given and how on many occasions it is actually presented. Failure as to readiness and uncertainty about some items are the points to be put across.

Being unable to give a definite statement as to the financial standing of the group is a part of the portrayal on the bad side. In opposition to this the treasurer on the good side is ready, gives definite information, and gives the group the solid impression that their money is in the hands of a thorough and trusted person.

Old business and new business are mixed up from time to time on the bad side, whereas on the good side such mixing calls to the attention of the group that the old must be cared for before new is considered. Once again straying from the main point is shown. On the good side this would result in the meeting being brought back to order immediately.

The making of motions, both the incorrect way and with the use of improper English usage is demonstrated, followed by the proper manner in which this is accomplished. Seconding, reading of the proposed motion by the secretary, and the actual process of voting is included in this dramatization.

Under what is known as "good of the order," the wrong and the right way to carry on this portion of the meeting, is dramatized. This shows how some meetings die on the vine while others remain as operating units up until the official adjournment.

The follow-up in each organization comes as soon as possible. Even in various classroom situations these points can be reinforced by actual analysis and use. Tests having to do with the basic methods of proper conduct of a meeting are given orally, each question being followed by pertinent discussions. Also, meetings within the various rooms can be held with different students occupying the official positions.

An assembly program such as this can be profitably used as the basis for a "school of instruction" for those who are chosen to be the heads of the various curricular and extracurricular activities. This would naturally lead into the establishment of a requirement that all elected officials be able to prove that they are capable of properly conducting a meeting before being inducted into office.

This assembly program requires a minimal setting. It is educational. It has values that have practical use in the school and throughout life. Quite obviously, it should be carefully written, planned, and given full rehearsal. If it is to get its points across, it must run smoothly. Otherwise it will end up with a situation that would be worse than if it were not attempted at all.

Promote Junior Red Cross Drive

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Students at Wichita High School West joined with youth of Wichita and the entire United States recently in an all-out display of good citizenship and interest in community activities when they contributed to a 100 per cent membership in the Junior Red Cross drive.

No individual fee was required for membership; instead, the fee was by group—one dollar for each group of 30 pupils or less enrolled in school. West High went over that goal.

Among the Junior Red Cross services is that



"You're Really Doing Fine!"

of producing comfort articles for hospitals, institutions, and members of the armed forces. Members pack gift boxes with useful articles to be sent to children in other lands.

The young people also devote a considerable

amount of time to the Sedgwick County Chapter's volunteer work, assisting in hospitals and institutions, taking part in disaster preparedness and relief, and participating in such community betterment campaigns as safety and cleanup drives.

Student groups, enjoying adult supervision, can be extremely efficient and reliable in proposing ideas, making mutual decisions, and promoting projects.

Practical Principles for Successful Group Experiences

STUDENTS SPEND MANY THOUSANDS OF HOURS in informal group activities, which have values for the individual, the group, and the school. The group has a vast potential if students and advisers are aware of the techniques of improving the quality of the group which are as follows: The physical environment should be such as to bring the students together informally so that they experience group interaction and to make the students friendly and sociable.

In addition, this environment should be socially stimulating so that social relations grow. Such projects as the orientation of freshmen, the tutoring of academically poor students, and the raising of funds for the Community Chest or the American Red Cross give the students a definite goal to pursue. Group activity should provide a variety of experiences to meet the needs of all students and should foster student initiative.

Administratively, the office of the principal or the director of student activities can aid the group by publicizing the activities, by providing faculty advisers, and by establishing a calendar to prevent conflicts in time and place.

Students and faculty advisers should acquire a better understanding of the forces influencing group interaction. They should be aware of such factors of group composition as the personality and interests of individual group members, the way in which each member perceives the group and his position in it as well as the positions of the other group members, and the traditions associated with the particular group.

A permissive attitude should permeate the group so that self-direction and initiative of each group can be encouraged. Students should learn to develop skills for successful group work, to listen to other persons, to express their own ideas

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clearly and concisely, to help members to feel successful, to use the group-decision technique to assure group action, and to evaluate their group experiences and activities.

For example, an observer may watch the way in which the group works and then report at the end of the meeting what he has seen. Also, the group members may complete a post-meeting evaluation scale which would ask such questions as: What was the purpose of the group? How did the group progress toward their goal? Did you get a chance to say what you wanted to say?

THE DYNAMICS OF GROUP WORK

"By dynamics of group work is meant the process by which changes are made in the group as a whole and in individuals in the group as a result of the group experience."¹

In groups—formal and informal—the basis of the individual's associations is the attitudes which he has towards the other group members. For example, he may have negative feelings of rejection toward some members of the group and may feel a positive attraction toward one or more members of the group. Environmental pressures, the leader's skill in group work, and the nature of the group's goal are forces which influence interaction within a group.

Students may employ the sociometric technique to reveal the feelings of attraction and repulsion among the members of their groups. This device reveals the feelings and attitudes which individuals have toward one another so that the

¹ Strang, Ruth, *Group Activities in the College and Secondary School*.

psychological position of every group member can be charted. In addition, this study enables the group to analyze the patterns of selection and rejection which form the basis that ties people together in a social situation.

To obtain information concerning the types of feeling in a group, one may use a sociogram for a group constructed on the results of answers to the following questions: If you were to go on a week-end trip, whom would you choose to go with you? Whom would you invite to your home for dinner? If you were permitted to choose your roommate, whom would you choose? Whom would you choose to share your locker? Whom would you choose to share your laboratory equipment? These selections should be numbered 1, 2, 3, 4, in order of one's choice.

Negative feelings may also be studied by means of this device. To find these reactions, one may ask such questions as the following: What students sometimes annoy us? What students seem to be unfriendly? What students are usually not included in the activities group? Again, the selections are numbered 1, 2, 3, 4, in order of one's choice.

By charting the answers to the questions asked, one can make a sociogram of the choices within any group. The sociogram will indicate the feelings of attraction and repulsion and will evidence marked individual differences in the number and direction of choices. Also, the sociogram will reveal the formation of a clique; the spread of opportunities for leadership, and such implications as to the age of the group, the degree of hostility it has, and the kind of adult leadership it has had.

To interpret a sociogram accurately, one must compare the relations shown by the written choices with the relations actually observed in the group. In various groups, actual relations have been different from written choices. It must be remembered that the sociogram has its limitations. It shows direction of relationship, but not intensity. Also, it offers a better idea of the group than of the member.

Obviously each person would have someone who likes him a little; yet no one would enjoy full acceptance by everyone. Jennings states that to interpret a sociogram most accurately, one needs other data concerning the individual and the situation.²

² Jennings, Helen Hall, "Sociometry in Group Relations," American Council on Education, Washington, 1948.

Students will find that the sociogram is useful in forming groups because it shows the good personal relations which are basic to cooperation for a group purpose. Specifically one can see the person-to-person relationships of the group members.

As a result of the sociogram, the leader can try to place each person near the one or ones that he has chosen. This arrangement also gives the member who has been chosen a relationship in which he feels accepted. To offer each a chance for forming new associations, the leader should place in the committee some persons who were not chosen by any of the others.

In this way the isolate or the member of a clique may learn that persons whom he had at first rejected are actually acceptable and friendly. By granting each group member something he wants, the leader offers a measure of acceptance which enables the individual to widen his communication.

Also, the leader should be conscious of the benefits of heterogeneity of his group, for each personality may make a unique, valuable contribution to the group as a whole. A group structured for a wide association of its members will encourage varied contributions from the individual members to achieve the goal of the group. This interaction can be further improved if the observer can study the behavior of the leader and the members and the effect of both on the accomplishment of the group goal.

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A home away from home promotes peace of mind and can mean a great deal to a person. This is especially true in the case of new and/or meek students.

The Home Room—A Vital Force for Education

THE SO-CALLED EXTRACURRICULAR ACTIVITIES, known by innumerable other names, are a necessity of the modern school. One of the most effective of these activities, potentially, is the home room group. In schools in which it is used, it is nearly always included in the curriculum schedule, but is often treated as if it were still extracurricular, or, in extreme cases, anti-curricular.

In order to justify its presence in a curriculum schedule, the writer feels that it can be adequately shown that the properly organized home room helps the school and its personnel and students to achieve the goals or objectives for which we have public schools.

In a recent book,¹ the objectives of modern public education are divided into four groups, each in turn subdivided into specific goals. These objectives and their subgoals, in brief, are these: self-realization, which includes the inquiring mind, effective speech and reading and writing, sound knowledge of number concepts, sight and hearing, health knowledge, health habits, public health awareness, recreation, intellectual interests, aesthetic interests, and character; human relationship, which includes respect for humanity, friendships, cooperation, courtesy, appreciation of the home, conservation of the home, homemaking, democracy in the home; economic efficiency, which includes work, occupational information, occupational choice, occupational adjustment, occupational efficiency, occupational appreciation, personal economics, consumer judgment, efficiency in buying, and a knowledge of consumer protection; civic responsibility, which includes social justice, social activity, social understanding, critical judgment, tolerance, conservation, social applications of science, world citizenship, law observance, economic literacy, political citizenship, and devotion to democracy.

¹ Gruhn, William T., and Earl R. Douglass, *The Modern Junior High School* (second edition) New York: The Ronald Press Company, 1956. pp. 23-24.

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In addition to these objectives which are met in part by the home room, there are some benefits derived that seem to fit into all or none of the classifications.

The first general goal of our modern school is to help the student to develop a sense of self-realization. In an effective home room the student has opportunity to exchange views with, and ask questions of, others in the group. There is relatively free interplay of thought and speech. In a group of peers, the young person is intensely eager and inquisitive.

With proper guidance and programming, the sponsor, or teacher, can interest these young people in discussions of themselves in which health and health habits, aspects of nature, art, beauty, and personality are involved. Personality and character are closely related. Peer criticism and thought are strong influences in character development, particularly if guided or supervised properly.

The home room is especially effective in helping the school toward achieving the second goal, that of worth-while human relationships. In the closeness and intimacy of a home room group, the students involved have an excellent opportunity to develop pleasing, and very lasting friendships.

Certainly when people are closely involved with others, especially friends, they give more thought to the other person and to the other person's ideas and plans. This thoughtfulness eventually becomes courtesy and cooperation. By exchanging thoughts and ideas, the young people can see the differences possible in ways of living, in home backgrounds, in home and family ideals.

Nearly every human being can be expected, theoretically anyway, to want to develop a secure,

happy relationship with those about him, whether the setting be the home room or the home. A secure, happy, democratic school setting will tend to lead to the same type of home setting, if such a transference is within the student's power.

The third goal, economic efficiency, seems hardly related to the home room situation, but, by the same token, how better can a young person bring to the fore his thoughts on a vocation, his ideas on how to earn and spend money, than by talking them over with someone in whom he's interested and who is interested in him? The adolescent is interested more in his peers and their ideas than in what any adult has to say or to suggest.

In relation to any group discussion on money and jobs, most young people will try to express some idea or fact unknown to the others. This adds to his prestige in the group, and in finding out such facts, again there is opportunity to encourage growth toward some facets of the first goal, namely effective reading and writing and speech.

The last listed goal, civic responsibility, is, in many persons' minds, the main objective of the public school. This last goal cannot be achieved, of course, without some achievement in the other three. Civic responsibility includes the traits or characteristics usually called citizenship, the ideals of justice and obedience to the law, of tolerance and conservation. A citizen is not born. He is developed.

The best way to develop a good citizen in this sense is in a democratic setting, a setting loaded with opportunities for observing patriotic holidays and events, for discussing personal civic responsibilities, for electing, vetoing, challenging, criticising, discussing, and exchanging thoughts, ideas, words, and arguments. The home room is democracy in action. Democracy is learned by participation in it, not merely by reading about it.

In addition to those discussed above there are certain other values derived from the home room program which could be called "fringe benefits." One of these is the development of a sense of loyalty to the group or to the school which comes from the belongingness within the group. Another benefit is the sense of value or importance one feels when his thoughts and ideas are considered worth discussing or arguing over, or even just repeating. A day started with pride and/or pleasure is a day in which much learning will take place, both curricular and "extracurricular."

The most important extra benefit, however, is the wonderful opportunity for many adolescents to develop qualities of leadership and followership which in the ordinary academic setting would pass unnoticed and unknown. There are very few people who do not have the ability to succeed, or even to excel, in some situation, job, or personality trait. Sometimes, however, a person's special ability never receives an opportunity to be seen or heard or employed. The home room group provides this setting on many occasions.

In conclusion, democracy depends on self-reliant, sympathetic, economically sound citizens. Books do not teach people these traits. They are learned only in a democratic setting. The well-organized home room is the ideal democratic setting.

Fun With Extracurricular Music

RETHA JANE MASON
Camp Brigadoon
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The greatest opportunity we can offer high school students today is the opportunity to play or sing in a chamber group—vocal or instrumental. Orchestras and choruses, which are generally well integrated in the regular curriculum, offer fine experiences but, like football—it is hard to get a large team together after graduation. Chamber music offers an opportunity for a continuing experience. Like tennis, it is easier to get a few people together.

Chamber music should be a part of every high school extracurricular program. By chamber music any small group, either vocal or instrumental, is inferred. We will never be a truly musical nation until small groups of people habitually "make" music at home.

Any number from five boys and girls form an excellent group to sing Madrigals, chorales, folk songs, or even cantatas. There should be many such small groups in a large high school. Quartets and double quartets, as well should be organized and continued under guidance.

On the instrumental side, there should be as many string quartets as there are instruments to fill them. Advanced piano students should be encouraged to play piano quartets and quintets

with these groups. Other instruments of the orchestra as well as recorders can be combined with the strings and the voices to perform many works which would otherwise be unknown to the students.

The boys and girls who are members of these groups develop infinitely more musicianship, independence, and ability to read at sight. The experience is a satisfying one and is fun. These small combinations offer endless opportunities to play early compositions that would otherwise be unknown and which are, for the most part, not as difficult as nineteenth century music. The purity of melodic lines and harmonies are excellent ear-training for the young ear so used to the lush modern harmonies.

Besides singing and playing for fun, these groups provide excellent program material for assemblies and chapels. Once a week at chapel or assembly, real inspiration for the whole student body would emanate from a fine rendition of a few Bach Chorales, Morley Madrigals, an occasional cantata, or a movement from a string quartet or piano quartet or quintet. What a

golden opportunity for the serious music students of the high school!

If music is worth teaching at all, the music curriculum should provide opportunities such as these for development of groups dedicated to the highest ideals. Contrary to common belief, young people (even those who *love* jive) find this serious music most satisfying once they are properly exposed to it and, in these chaotic times, this pure music provides stability, order, and surcease for their young troubled souls.

One string quartet in the school will begin endless possibilities for small combinations of instruments: French horn and strings; clarinet and strings; flute, strings, and piano; various combinations of strings and piano; strings without piano; and so on. Recorders are good instruments to combine with voices or strings. The strings can be combined with voices. The young people who participate in these groups will develop students into reliable musicians.

Let's have more fun with good music in our schools! In the end, it will bring lasting satisfaction and pleasure to all concerned.

Better work is in evidence, greater accomplishments are the rule—when students, teachers, and parents share mutual understanding of attainable results.

Reporting Progress to Parents

WHEN JOHNNY'S PARENTS COME TO SCHOOL—or when they open his report card—they want to know, "How is Johnny doing?" The teacher wants them to know how Johnny is doing. But it is difficult to choose the best way of reporting to Johnny's parents. There are many things which should be included in a good report and many ways of stating them.

Not all reports are for parents alone. High school and college records may be used by prospective employers, by the armed services, by college admissions offices. Since high school and college students have several teachers, their reports must be made by more than one person. For these reasons, this study will be concerned with reporting to parents of elementary school pupils only.

WHAT TO REPORT?

What do parents want to know about their children? Recently Gaither McConnell,¹ of Tulane

¹ McConnell, Gaither, "What Do Parents Want to Know?" *The Elementary School Journal*, November, 1957, p. 84.

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University, sent out 1,400 questionnaires asking parents what they wanted to know. Seven hundred forty-five parents of children in grades one, two, and three answered. Items they listed fell into these main categories:

Personal and classroom behavior ..	27%
Academic progress	27%
Social behavior	22%
Home-school relations	13%
Individual aptitude or ability	9%

The first three types of information listed by these parents are commonly included on report cards. Often report cards have two sections. One section lists subjects; the other lists classroom and social behavior traits. The classroom and social behavior part of the card may have a heading such as "Habits and Attitudes."

This section of the report to parents is usually

marked "Satisfactory" or "Unsatisfactory"—some schools adding "Above Average." This section of the report to parents creates little controversy. When we turn to the part of the report card which reports academic progress, we find less agreement.

HOW TO EVALUATE?

A pupil's academic progress can be evaluated in relation to his own ability or in relation to the progress of the group. Caswell and Foshay have this to say about the situation, "Considerable confusion exists concerning grades and marks. Teachers are prone to grade children on effort; parents take the grades to indicate comparison with the group."²

Teachers who grade in relation to the child's ability emphasize that each child has an equal chance for success. They point out the unfairness of other systems, which enable a bright child to receive a good grade with little effort, while a slower child may never receive a good grade, no matter how hard he works. Some parents agree with this.

When parents in Walled Lake were asked to state the kind of information regarding school achievement they wanted, the largest group (34 per cent) said they wanted to know how the child achieved according to his own ability. The next highest per cent of parents (28 per cent) wanted to know how much effort their child was making to obtain his education. Only 13 per cent wanted to know how their child compared with other children in his class.³

Some people feel that if a parent is to understand his child, he should know how he achieves in relation to his ability *and* in relation to the group. J. Stanley Ahmann, of the School of Education, Cornell University, writes, "Final marks should represent the teacher's judgment of the degree to which the pupil has achieved each of several major goals of a learning experience; and also reflect the fact that he has progressed in varying degrees toward these goals. This means that, at a minimum, a marking system should reveal the amount of his final achievement and also the amount of growth."⁴

Whatever the method of evaluation, the main purpose in reporting to parents is to enable them to cooperate more intelligently with the school in

guiding the child. This brings up the next problem facing the teacher, that of finding the best method of reporting.

HOW TO REPORT?

At elementary school level, four main types of reports are used: (a) report cards or booklets; (b) letter reports; (c) conferences between parents and teacher; and (d) combined of different reporting methods.

Report cards are of many different kinds. Some have grades on a 5-point rating scale (A, B, C, D, F). Some use a 3-point scale (1—above average, 2—satisfactory, 3—improvement needed) or a 2-point scale (S—satisfactory, U—unsatisfactory). Some have check lists under each subject, so that the teacher can indicate areas needing improvement. Few report cards today have the grades in numbers based on 100 per cent, as did the report cards a few generations ago.

Probably the greatest criticisms of report cards come from teachers. They point out that it is hard to record important facts about children in terms of marks. They are also aware that report cards tend to put pupils on a competitive basis.

Looking at the problem from an administrator's point of view, E. L. Whigham concludes, "No matter how diligently committees of parents and teachers may work to design report cards, the product, unless thoroughly understood and accepted by all persons involved, will be of limited value. Repeated explanations must be provided for parents and staff members who come to a school system after new reporting systems are adopted."⁵

Many parents prefer a report card to any other method of reporting. The parents in Walled Lake were asked what *type of report* they wanted. The majority of the parents (66.1 per cent) wanted the 5-point rating scale (A, B, C, D, F) on a standard report card; 11.5 per cent wanted a number grade based on 100 per cent on a standard card and 11.5 per cent wanted an informal letter written by the teacher and sent home periodically.⁶

Letters to parents have the advantage of flexibility. Teachers can include comments on whatever they consider to be important. However, there are two disadvantages which keep them from being widely used. They take a lot of the teacher's time, if they are well done. And there

² Caswell, Hollis L. and A. Wellesley Foshay, *Education in the Elementary School*, American Book Company, 1950, p. 273.

³ "Promotion and Reporting Practices," *NEA Research Bulletin*, Vol. XXXV: No. 4, December, 1957, p. 150.

⁴ Ahmann, J. Stanley, "More Reports on Report Cards," *NEA Journal*, November, 1957, p. 515.

⁵ Whigham, E. L., "What Should Report Cards Report?" *The School Executive*, May, 1958, p. 23.

⁶ "Promotion and Reporting Practices," *op. cit.*, p. 150.

is a tendency to tell only the good side of things and avoid unpleasant facts in letters.

Conferences between parents and teachers are increasing in popularity. They have one advantage not offered by other methods of reporting: Parents can participate in planning and ask questions about any point which puzzles them.

Teachers gain from conferences by getting more information about the child and his interests. A conference can touch on more kinds of pupil progress and can do a better job of evaluating the child in terms which mean the same to both parent and teacher than a written report can.

Conferences must be carefully planned and school patrons must be convinced of their worth if they are to be valuable. Parents can help in the planning. A committee of parents of the Shorewood, Wisconsin, elementary schools helped prepare a booklet to be used as a "Parent Conference Guide."

This booklet listed the purposes of parent-teacher conferences and urged parents to discuss the child's growth and development before the conference. Any observations or questions were to be listed under the following headings: "Physical Development," "Social and Emotional Development," "Academic Achievement," and "Development through Other Experiences."⁷

Many recent books and magazine articles have been written about parent-teacher conferences. They stress the importance of planning by the teacher for the conference. Teachers who are timid about holding conferences with parents are encouraged to remember that the parent may be a bit timid, too. They will both find inspiration in the fact that they have so much in common. Louise Weller has said that in five points they are in complete agreement:

1. Neither group wants children to fail.
2. Neither group wants children to be pushed faster than is good for them.
3. Neither group wants children to be caught between the pressures of differing standards at home and school.
4. Neither group believes that learning goes on only at school or only at home.
5. Neither group believes that all that is worth-while for children to learn is included in the school curriculum.⁸

⁷ Romano, Louis, "Finding Out What Parents Want To Know," *The Elementary School Journal*, November, 1957, p. 88.

⁸ Weller, Louise, "Helping Teachers Work with Individual Parents," *The National Elementary Principal*, September, 1957, p. 204.

The fourth way of reporting to parents is the combining of two or more of the above methods. Often the report card and letter are combined. Or the report card and parent-teacher conference may be combined. Sometimes the report card will have space for brief comments by the teacher.

In communities which are accustomed to report cards, one of the above methods may be used as a transition technique. In order to allow the teacher time to prepare letters or interviews, report cards may not be issued so often during the year.

In choosing a reporting method, there is one main point to keep in mind. It is not "Which method is easiest?" or "Which method is the one to which we are accustomed?" It is just this: "Which method will succeed best in helping the home and school cooperate to educate each child to the maximum of his potential?"

MAKING IT WORK

Once the reporting system has been chosen, there must be active support by teachers and parents. Even a good system can fail if no one puts forth effort to make it work. And teachers and parents will enjoy working together when they get the feeling that they are just people who are very much interested in the same youngsters.

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My Experiences as a Member of a High School Secret Society

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In recent months the existence of secret societies in high schools has become more and more of a problem to schools and communities. In the sincere hope that my experience will serve as a warning to pupils and apathetic school administrators in their dealings with such clubs, I shall recount my personal experience in a high school secret society.

Reasons for the formation of our secret society and the effect it had on the school and the members, and the way in which it was combatted will be reported. This situation might have been avoided in these ways: (1) A more alert school administration could have squelched these societies at the beginning; and (2) A far-reaching activities program in the school with required membership in at least one school-sponsored activity.

While in high school, I was not only an officer and a member of a secret society but also one of the founders of the organization called the "Aces."^{*} As I reflect on the society, I recall that the Aces were founded for two purposes. The first was to counteract the domineering effect of another society, the "Dukes,"^{*} already in existence.

The Dukes had been formed some ten years before, and had been perpetuated in the high school by election of underclass members who would carry on the society's name and traditions the next year. Our intention in forming the Aces was to amass a membership greater than that of the Dukes and gain for ourselves the unofficial control they exercised on local functions and activities.

To conflict with any member of the Dukes was to gain the disfavor and actual physical challenge of their whole group. Because of this attitude, the Dukes could dictate who could enjoy the various "teen-age places" in town. They had little or no control of school functions because

they wished to go unnoticed by school authorities. Probably this is the reason they were allowed to exist and function for more than ten years. It was our intention to defeat them in the proposition that there was "safety in numbers."

The second main purpose, as I recall, was to attempt to satisfy our gregarious urge. The high school had a fairly good program of school clubs and organizations—in some of which I would have liked to participate. Why, then, did we form a secret society? Why not join a school-sponsored club? The reason is simply this: It was the general attitude of the Dukes that to take an active part in school activities was to be an "apple-polisher" or "a chicken."

In order to avoid embarrassment of being in either category, most of the male pupils avoided the school clubs as they would the plague. To form a similar club was the easiest way to be "one of the gang"; hence, the Aces came into existence.

The school administrators may not have been aware of the existence of the societies or they may merely have ignored them, hoping that these organizations would dissolve by themselves. At any rate, the administration took no action against them until one of the Aces was taken into court over a disturbance with a nonmember boy. The club showed up en masse, wearing marked jackets to lend moral support to the member on trial.

The local newspaper picked up the story and published it with a great deal of exaggeration. This notoriety gave the school administrators what they needed to combat the societies, and after excluding the members from allied activities, they forced disbandment of the societies. There was also the threat of expulsion of the members from school.

During my last year of high school, I no longer had to fear the stigmatization spoken of earlier, and was quite active in various school activities. In reflection, I am sure that the one year in school-sponsored activities was far superior in broadening experiences to the two years spent in a secret society. My only regret is that I did not earlier take advantage of my opportunity for participation in school government or approved clubs.

The real difficulty of this situation and similar situations is that injustice was done both to the school and to the club members. The Aces and Dukes deprived the school of participation by

^{*} Both groups were given fictitious names in order to protect their members.

many talented and intelligent male members of the student body, and the club members deprived themselves of the many hours spent in gaining

the valuable associations and experiences provided by pupil participation in school government, sports, and vocational and service clubs.

The efficiency of an outstanding youth organization, Scouting, depends materially upon the availability and interest of adequate sponsoring personnel.

A P.T.A. Sponsored Scouting Program

ONE IMPORTANT EXTRACURRICULAR ACTIVITY at school which is seldom given much attention is the Scouting program. The Scout movement is a large one, and many kinds of organizations sponsor groups of Scouts. This tends to obscure the fact that Scout groups are connected with schools, and that some of the most successful groups of Scouts are a part of the extracurricular programs of schools.

Such a Scout program is sponsored by the P.T.A. of the Hi Mount School in Milwaukee, Wisconsin. Three groups of boys make up this program. They include the Cub Scouts for boys from 8 to 11 years of age; the Boy Scouts for boys from 11 to 14; and the Explorer Scouts for boys from 14 on upwards.

The boys in each of these groups attend the Hi Mount School, or have graduated from this school, which has only the first six grades, and attend Steuben Junior High School.

The Scouts in each of these groups work in much the same way that Scouts the country over work. The groups meet once each week, the Cubs at individual homes, called "dens," and the Boy Scouts and Explorer Scouts in assembly rooms at the school. In addition, a large meeting is held in the Hi Mount School auditorium once each month which the Cub Scouts from all of the dens attend.

Monday night is the regular meeting night for the Scouts of the Hi Mount School, and the groups which meet at the school use rooms which best suit their purposes. These rooms are allocated by the school principal, who obtains regular reports of the Scout's activities.

The custodian of the school is on duty on Monday nights to see to it that the Scout program can carry on and that the school is properly closed when the meetings are over. Meetings begin at 7 p.m. and end at 9 p.m.

Aside from the facilities of the school, which are ultimately allotted by the Board of Education of the City of Milwaukee, the Scout movement

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at Hi Mount is under the immediate control of the Parent-Teacher Association.

The P.T.A. is the sponsoring agency, and sees to it that the desired program is followed. Thus, the parents of the Hi Mount children actually help provide their children with opportunities in Scouting.

As with most Scout groups, there must be adult leaders. Adult leadership for the Hi Mount Scouts is provided solely by the parents. All of the active adult leaders of the Scouts have children in the movement. These men supervise and direct the program and see to it that it is carried on as the Scout district has directed.

"We believe that a P.T.A. sponsored Scout group is the best possible way of providing our children with opportunities in Scouting," declared the institutional representative. "Cooperation through the Scouts, the P.T.A., the school principal, and the Board of Education of the City of Milwaukee is so good now, and has been so good in the past, that everything has gone smoothly."

"The Scouts represent a type of activity for youth which contributes greatly towards promoting good citizenship and fine character development," emphasized the school principal. "A good Scout program can supplement the work of the school, since its purposes are fundamentally the same as the school's."

The night that Troop No. 35 of the Boy Scouts was visited, many activities were in progress. Under the leadership of the Scoutmaster and his assistants, the Scouts were preparing to take part in Scout-O-Rama, a gigantic show which was held at the Milwaukee Auditorium during the month of April. Many of the Scouts indicated that they would attend the program with the group.

A typical Monday evening meeting consists of the following:

1. Advancement of colors.
2. Pledge of Allegiance.
3. Scout Oath.
4. Business meeting.
5. Separate patrol meetings (6).
6. Instruction from the Scoutmaster's Minute.
7. Retirement of the colors.

In the patrol meetings, the Scouts work on their advancement tests or do other special projects.

Post No. 35 of the Explorer Scouts was visited the same evening. These boys were viewing a movie which had been taken the year before on a canoe trip in the Lac du Flambeau region of Wisconsin. The group was planning a similar outing during the 1958 summer.

Most of the Monday evening meetings are spent planning for outing activities, such as the Lac du Flambeau venture, a survival trek, or the huge two-day camping exercise at Grant Park in Milwaukee.

One father who has a son in the Boy Scouts, is the post adviser of the Explorer Scouts. Much of his leisure time is taken up with Explorer activities or business, and he finds this work so interesting that he never misses any activity.

The work that the Scoutmasters and other Scouters do is typical of the way in which the fathers of the children of the Hi Mount School have pitched in to help with the Scout movement.

Other men connected with the Hi Mount group include: chairman of the board of review, chairman of the troop committee, treasurer, commissioner, committee members, and Explorer coordinator.

Boys who begin their Scouting activities with the Cub Scouts can move into the Boy Scouts or Explorers when they can qualify. Thus, many who become interested in the Scouts as an extracurricular activity when very young carry this interest right along into high school (and perhaps into adult life.)

One point should be especially emphasized. In the elementary school, there is a limit to what can be done with extracurricular activities. The extracurricular program gradually expands into junior high school and senior high school. But this leaves a vital need unfulfilled in the elementary school.

This need can be filled by establishing a Scouting program. If done with the P.T.A. as a sponsoring agency, parents and teachers can assist in making the program successful. However, the

parents, especially, will feel that the Scout movement is worth-while, and will encourage their children to join the Cub Scouts or the Boy Scouts.

Yes, the success of the P.T.A. sponsored Scouts at the Hi Mount School in Milwaukee, shows that a program such as this can be carried on well and will receive the cooperation of all.

Studying Shakespeare From Television

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The television program "Hall of Fame," sponsored by Hallmark Cards, has started a new movement in audio-visual materials. A few years ago, one of their telecasts was the presentation on the NBC Network of Shakespeare's *King Richard II*. The program was live, not filmed, with Maurice Evans taking the role of Richard.

The program in itself was a wonderful dramatic presentation of the famous tragedy. However, of even more significance to the English and Literature teachers, was the announcement that the 16mm. kinescope version of the play would be available to schools.

Television appreciation could now be a reality, with the teacher being able to show in the classroom the complete play as televised. The two-hour film is divided into three 40-minute lengths to fit into the school time schedule.

It will be a rare treat, an inspiration, and an educational experience that will long be remembered by your students to see Maurice Evans in the title role. Hollywood productions of Shakespeare have been rare. While they have usually been well done, it has been necessary for the class to see them out of school at the neighborhood motion picture theatre. With the Hallmark presentation, the Bard of Avon becomes a reality right in the classroom.

There have been other presentations of Shakespearean material on television. "You Are There," on the CBS network presented a command performance before Queen Elizabeth I, of *Romeo and Juliet*. Here the Prudential Life Insurance Company has made the sound films of the program available to the school. Again the student has the opportunity to see the actual play, but he can also see authentic stage settings, costumes,



Dr. Frank Baxter
... interprets Shakespeare to millions on TV.

and other material and props related to the period of history when the play took place.

Recently, the CBS network began to televise "Shakespeare on TV" with Dr. Frank Baxter, professor of the classics at the University of California (See picture). He interpreted Shakespeare for the lay audience. The program was the recipient of ten national and regional awards for the efforts to present educational material.

Here was educational TV at its best—an excellent and experienced teacher, with good audio-visual materials to help him present Shakespeare and other classics of literature for his viewers.

On "Omnibus" on the ABC network, a Sunday afternoon feature, Orson Welles and David Brooks were seen not long ago in *King Lear*. "Studio One" has also made some fine presentations of Shakespeare's plays. Charlton Heston appeared in *Macbeth*. Something novel in the same series was its presentation of *Julius Caesar* in modern settings. A modern time dictator met his death as did Caesar on the Ides of March.

Not only are these television programs valuable to students to help them gain a better understanding of Shakespeare, but they can be of assistance to the teacher. In many states four years of high school English are required of all students. It may have been ten or fifteen years since the

teacher studied the classics as part of his education. He may have grown a bit rusty. By viewing Dr. Baxter on Saturday afternoons, the teacher can have an in-service course on TV, observing some of the methods and materials that are used.

Frequently critics of commercial TV resent the large amount of program time devoted to cowboys, wrestling, and crime shows. However, they often do not credit the commercial stations with some of the fine dramatic presentations that are televised. Let's give credit where credit is due.

Those urging the expenditures of large sums of the taxpayers' money for educational television should also urge that the present TV programs be used by teachers, *now*. How much of this material is now going unused by our teachers in their classes? If the program is in the evening, make arrangements for all classes to see the program. Students visit each other's home to do homework. Watching the TV as a homework assignment would be a welcome change.

The commercial stations could also do much to help the schools. They could increase the amount of advanced information about these telecasts. TV is going to play an increasing part in education. Consider some of the possibilities mentioned for your English classes now.

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A Major Teacher Activity

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A major teacher activity is that of evaluating student progress in school. This evaluation is the best possible motivation for desirable school spirit and wholesome student morale. Evaluation becomes a definite challenge when the teacher thinks of his job as an educator as being like that of a great sculptor who polishes a precious marble slab to bring out its beautiful colorings.

It was Joseph Addison who said, "I consider the human soul without education like marble in the quarry, which shows none of its inherent beauties 'till the skill of the polisher fetches out the colors."

Today more than ever before, modern educators are faced with a challenge to bring out the

beautiful colors waiting to be developed in each life of the many students which fill the nation's classrooms. Important among the beautiful colors needing polishing are: *initiative, attitude, cooperation, individual improvement, and scholarship.*

These five brilliant colors are so important that grade cards sent to parents all over the nation are designed to report regularly the teacher's estimate of each pupil's grade based on the above five-point scale. A little thought will make clear the fact that all five qualities are closely knit in importance. Initiative which means the power of commencing a study, task, or assignment with independent resourcefulness and a considerable element of originality is of cardinal importance.

Initiative serves as a self-starter to get the educational activities of the student going. But initiative without the right attitude toward life, the school, the work of each particular subject, and the other members of our world is still ineffective. Of what value is it to start work, if there is not the right attitude to steer it in the right direction? Work also needs to be done properly and with consideration of the rights and feelings of others.

It is rather futile to travel in a given direction unless there is cooperation with others. No one lives in the world, the family, or the classroom alone. For best results there must be a high degree of cooperation. In America we believe in democratic classroom procedure where each pupil and each teacher counts as an individual in mutually helpful educational experiences.

Individual improvement or the advancement that a student makes from good to better measures the profitable use or application which the student is making of his educational opportunities. The teacher who is polishing the student marble to refine the beautiful colors must constantly remember Edwin Markham's "In vain we build the world unless the builder also grows."

Education is progressive. We must in our democratic classrooms lead individual students to strive constantly to make their good better. But without scholarship education would fail in the prime objective of high attainment in the mastery of the fundamental learnings, skills, and experiences necessary for happy useful lives in the present and future.

Development in initiative, attitude, cooperation, individual improvement, and scholarship like the five points of a star combine to make the

progress of the process of polishing the students to refine their finest potentialities. Each of these deserves careful consideration.

Like a sculptor the teacher polishes something very precious. The teacher polishes human lives and helps them in perfecting themselves. By sending reports to the parents on the important items of: initiative, attitude, cooperation, individual improvement, and scholarship the teacher not only lets the parents know what is happening to the student educationally, but also gives the parents a chance to share in the challenging task of polishing and refining the best in each child.

Also, an honest evaluation of the progress being made in each of these important areas helps the student understand how best to help himself. The finest development occurs when the pupil, the teacher, and the parents work together for the perfecting of a masterpiece of beauty.

Sportsmanship—What It Means to Me

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To some persons, sportsmanship is merely a word from the dictionary; to others it is just a distant goal in life. To me, good sportsmanship represents a basic fundamental in my way of life.

My life, and yours as well, is made up of a series of victories and defeats. The manner in which we take these victories or defeats, as the case may be, relies upon our belief in good sportsmanship, which in turn molds our own individual personality.

With good sportsmanship prevailing within myself, I can help to give my school, my home town, and my country a worthy and respected name, a name that everyone can be proud of.

But this trait, good sportsmanship, is not in-born; instead it must be cultivated and strengthened within ourselves. We must often carry the burdens of a few of our friends who show little concern for good sportsmanship. Nevertheless, the reward of building a fine reputation and gaining many new friends far outweighs these tribulations.

Let us *all* strive to build this desirable trait, good sportsmanship, within our school—to give *it* and *ourselves* a much better name in the future.

The current debate question is especially apropos at this time because of national interest. A well-known educator discusses the French school system.

"Would the French System of Education Meet Our Needs?"

IT IS DOUBTFUL if there has ever been a period when the system of education that we have in the United States has been under such intense scrutiny as the present. For several centuries this country was engaged in the task of developing our own country, and had little time to even think about the problems of other individual nations and much less to think about the problems of the entire world. At first our great struggle was to achieve independence from Great Britain. Once this was achieved, we turned our interests toward the establishment of a truly representative democracy. Then, almost before we knew it, we entered into a period of expansion as a nation from a small nation of the thirteen original colonies to a large nation covering a territory almost as large as all of Europe, including Russia in Europe.

While the United States was expanding as a nation territorially and population-wise we were also developing a school system to fit the needs of such a growing nation. During the nineteenth century free and universal education became the pattern of the various states of this country. As our nation grew and we invited immigrants from Europe to our shores to provide the needed supply of labor our schools took on the additional task of assimilating these immigrants and their children into the American way of life. As American home life changed the schools took on more and more of the tasks of education that had formerly been the province of the American home. In fact many people feel that our schools have stepped in to take over so many tasks that were formerly left to the home and the church that the schools have not had enough time to handle their primary task which is the providing of a satisfactory education for our children.

Almost before we were aware of the fact we have found that the United States can no longer put all of her effort educationally upon problems that are of interest merely to this country. Within a very few years the United States has emerged as the leading power of the world, and with this new power goes additional responsibilities. We find that if we are the leading power of the world

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that we must be a leader in science, in diplomacy, and in military strength. This new world leadership that has fallen upon the United States has made it necessary to again examine our system of education to see if it will meet the needs of the day.

During the present school year high school debaters will be discussing the relative merits of the American system of education as compared to the systems of Great Britain, Russia, and France. Previously in *SCHOOL ACTIVITIES MAGAZINE* you have had discussions of the British and the Russian systems of education. In this article we will explain the way the system of education of France operates. At this date we do not know which one of the European systems of education will be put up against the American system for comparison. Early in January, 1959, the specific debate question will be selected and that question will be debated during the remaining portion of the year. It is possible that the French system will be selected. If it is the debate question it will be worded as follows:

RESOLVED: That the French System of Education is Preferable to that of the United States.

In order to give high school debaters an idea of the possibilities of this particular debate question, we will include definitions of the terms of this topic.

"THE FRENCH SYSTEM OF EDUCATION"—We must make it very clear that when we are debating this question we mean the total system of education in France. We are not debating the elementary system of education or the system of higher education, but a combination of elementary, secondary, and higher education as it is found in France today. The special features of the French system of education are so numerous that they cannot all be included in this definition of terms. We will explain these special features later in this article.

There are certain important features that must be considered as being essential to the French system of education when we debate this subject. These essential features are:

1. The French system of education is highly centralized. It has great uniformity and far more standardization in all parts of the country than is the case in either Great Britain or the United States.

2. French education might be characterized as worshipping the past. At both the secondary and university levels cultural studies (liberal arts) have a much more important part in the curriculum than the practical arts needed to earn a living.

3. Through the years the Church has retained a certain measure of control over the schools. Recently attempts have been made to break the control of the Church over education. Actual control of education is in the hands of the Ministry of National Education.

4. Education is free and compulsory up to age 14 and recent proposals call for an increase to age 16. Secondary and higher education is provided for a much smaller percentage of youth than is the case in the United States. The French system is based upon competition and students must win the right to go on to higher education by passing difficult written and oral examinations. Higher education is for the educationally elite.

"IS PREFERABLE"—This term means that the French system of education has superior dignity and worth and if this can be established by the affirmative it is logical to assume that in this debate the affirmative will follow the establishment of this contention with the argument that the French system of education would be better for the United States than the system we now have.

"TO THAT OF THE UNITED STATES"—When we debate the relative merits of the French and the American system of education the affirmative debaters will attempt to show that the French system is superior to the educational plan that we have in the United States. The affirmative team does not have to argue that we should actually adopt the French system of education. If they can show that the French system is preferable to our existing system they will win their debate case.

THE STRUCTURE OF FRENCH EDUCATION

In France the interest in education is intense.

The French are said to be deadly serious about the education of their children. They devote a very substantial share of their national budget to public instruction, and they have developed a very interesting national system of education. They spare no effort to train their teachers and give them special privileges and advantages. It has been claimed that in no country does the teacher and the professor hold so eminent a position in public life.

In France education is regarded as one of the prime functions of government. Since the French government is highly centralized so the system of education is characterized by centralization, a hierarchal structure, uniformity, and far more standardization than is the case in the United States.

In order to understand French educational institutions and attitudes a study of the past is required. During the Middle Ages advanced learning was controlled by the Church. Most scholars were prepared to serve the Church. The first university, The Sorbonne (University of Paris) was founded in the thirteenth century. During the Renaissance education in France seemed to free itself from Church control. In the eighteenth century new methods were adopted and a new emphasis was placed on science and techniques. When the Revolution broke out about one-half of the men and three-fourths of the women were illiterate. In 1791 the Revolution proclaimed the principle of education for all and throughout the nineteenth century education made steady progress.

Primary education became free and compulsory in 1882, at which time religious instruction in State schools was abolished. The proportion of illiterates dropped from 20 per cent in 1872 to about 4.2 per cent in 1910. In 1880 secondary education was opened to girls. This in brief is an historical sketch of French education.

THE BASIC STRUCTURE OF THE FRENCH EDUCATIONAL SYSTEM

Free, compulsory, lay education is the basis of the French school system. Private schools exist alongside public institutions. Children of 6 to 14 years of age are required to attend school. The public schools, at all educational levels from nursery through university, are administered by the Ministry of National Education, headed by a Minister who is a member of the Cabinet. This

Ministry of National Education controls education at all levels in France.

In 1953 there were 5.7 million children in elementary schools in France, some 845,000 in secondary schools, and approximately 146,000 in institutions of higher learning. Since the population of France is about one-fourth that of the United States we will multiply these figures by four to get a comparison with the United States. If we had the same percentage of our population attending high schools we would have only 3,380,000 high school students instead of the 8,500,000 that we have today. If we had the same percentage of our population attending our colleges and universities we would have only 620,000 instead of the 3,000,000 that we have today. These figures make it clear that we in the United States provide secondary and higher education to a much larger percentage of our population than is the case in France.

PRIVATE SCHOOLS OF GREAT IMPORTANCE IN FRANCE

The private schools of France are attended by 18 per cent of pupils at the primary level and by 40 per cent at the secondary level. These schools are maintained by contributions by parents and by charitable associations and religious bodies. The curriculum of these private schools is very much like that of the public schools because the French system of examinations on a nationwide basis forces a uniformity in the offerings of all schools in the country.

Up to World War I children of peasants usually did not go beyond the free primary schools. Only a very few gifted pupils received scholarships and went on to college. Children of middle and upper class families went to secondary school and university only if their parents could afford the cost. Since 1920 an attempt has been made to make it possible for more youth to attend secondary schools and universities and secondary education has been made free.

CURRICULA AND STANDARDS OF FRENCH SCHOOLS

In this section we will attempt to point out some of the more interesting and important facts about the main divisions of the French system of education.

PRIMARY SCHOOLS—From the ages of 6 to 11 or 12, the schools of France offer a primary type of education comparable to that in the United States. This six-year course of 30 hours per week prepares the pupils to take the entrance examina-

tions for secondary schools. Those who do not make enough progress to go on to secondary school may earn a certificate of primary studies by examination at age 14.

In general subjects like French grammar and literature, history and geography, elementary science and mathematics, and two and a half hours of physical education and games per week are the same throughout the country. Instruction in art, music, household arts, and shopwork varies according to local circumstances.

SECONDARY EDUCATION—From ages 11 or 12 to 15 or 16 education is available in *lycees* and *colleges* which both offer the same type of teaching. Secondary education has been divided into two units, one of four years and the second of three years. At the end of the first four years students take an examination leading to a certificate for studies of this cycle of education. At the end of the second period (end of seven years of secondary education in France) students take the baccalaureate examination. This examination is a landmark in French education.

The baccalaureate examination has become a controversial point when discussing the French educational system. This examination is given uniformly all over France. Part is given at the end of the sixth year of secondary education and part at the end of the seventh year. Students ranging in age from 16 to 18 or more go to one of the 17 university centers and write a three to four-day examination under the direction of secondary and university professors. Oral examinations follow a few days later and are composed of six or eight interrogations of twenty minutes each. These examinations are open to the public. All students must pass the written examinations before they are admitted to the oral tests. Parts of the examination that are failed may be taken at a later date. If students pass the baccalaureate examination they have the right to enter the university.

This is a very difficult examination with only about 55 per cent of those taking the first examination passing and about 60 per cent of those taking the second part passing. The period of the "bachot" examinations is a time of anxiety for children and parents in France. We hear much criticism of this system because it has been claimed that it undermines the health of the students.

The curriculum offered is practically the same in all schools. In the first two years of secondary

education they study French grammar and literature, one foreign language, history, geography, and a little science and mathematics, art, music, and gymnastics. Latin and Greek are added in the last two years.

At the fifth year students are allowed to choose from four distinct courses which require different amounts of classical or modern languages or mathematics, physics, and chemistry.

HIGHER EDUCATION—In all of France a total of 17 universities are controlled by the State and five private universities maintained by the Catholic Church. About half of the university students of the country attend the University of Paris. A student must have earned the baccalaureate (by examination) before he can enroll in a university and work toward a degree. Only the State can award degrees since this is a government monopoly.

The time required to receive the different degrees in higher education appear to be about the same as in this country. No degree from a university is granted without a rigid examination. The highest competitive examination, called the *agregation*, is so difficult that the winning of it brings great prestige. Only about one out of eight or ten candidates pass this examination.

Life in French universities is notoriously hard. Little provision has been made for student housing and there is little campus life such as we know in the United States.

TEACHING METHODS IN THE FRENCH SCHOOLS

The French system of education is based upon competition. The individual development known in this country does not exist in France. This competition begins in the primary years with written tests each week and graded tests every month. In secondary schools periodic tests are used with the final baccalaureate tests mentioned before at the end of the secondary school period. So competitive is the progress up the educational ladder that there is no stigma to retaking competitive examinations many times.

The written examinations sometimes call for compositions requiring seven hours to write. The *agregation* examinations at the end of the university study leads neither to a degree or to any grade. It is used by the Ministry of Education to select teachers for secondary schools. The problem of overwork in French schools has been worrying parents and educators in France for many years. There seems to be a tendency toward

making the educational work of France lighter in the future.

USING DILEMMAS IN DEBATE

The dilemma is a method of strategy that can be used successfully by either side in a debate. The strategy that is used is that of asking your opponents a question that has been so carefully worded that no matter how the opposition answers, his answer will be detrimental to his case. When a question is asked which places your opponents in a dilemma you gain an advantage, and you also have an effective device for getting the debaters to come to grips with the debate question. We will present one sample dilemma for each side of this debate question.

SAMPLE AFFIRMATIVE DILEMMAS

QUESTION: It is now apparent that the colleges and universities of the United States will not have enough room for the ever increasing number of students who will want to go to college during the next 20 years. Is it the contention of the negative that our colleges and universities should continue to admit weak students as long as they are able to pay the costs of a college education while much more able students are denied the opportunities of a college education simply because they cannot pay their own way through college?

IF THEY ANSWER YES! The members of the negative team have stated that they feel that we should continue our present system of allowing the student who is able to finance his college education to have the opportunity to go to college even though this will mean that many students with low abilities, but with ample funds, will be admitted into our colleges. This will also mean that thousands of students who are well equipped mentally to benefit from a college education will be denied the right to attend simply because they cannot pay their expenses.

Although higher education in the United States has always been more or less a gift from the past to the youth of the present we have never before had a situation in which we did not have enough room in our colleges for all students who wished to attend. Even during the years of the G.I. attendance (from 1946 to 1951) practically everyone who wanted to go to college could find a place. Most colleges were filled to capacity, but many good colleges had room for more students. If our college enrollment increases as some authorities have predicted we will have from

4,069,037 to 6,037,926 college students in 1967 as compared to a few over 3 million today. Most private colleges say that they will not be able to increase their facilities to take care of their share of this great increase. It is even doubtful if the public colleges and universities can provide the spaces needed for this large increase in the college student population.

If we continue to allow those students to attend college who have the money to attend we will deny thousands of better qualified students the privilege of getting a college education. If we follow this path the United States will suffer in the future from the lack of a well qualified group of teachers, scientists, physicians, and others so essential to our future well-being as a nation.

IF THEY ANSWER NO! We are really surprised at the stand that the negative debaters have taken in favor of limiting opportunities to go to college to those who are mentally able instead of to those who are able to pay their own way. In this debate the negative team is arguing that the systems of education that are found in Great Britain, France, and Russia would not be beneficial to the United States. Now they say that we should adopt one of the most basic principles of European education, namely, that higher education should be for those students who are mentally competent. To be certain our reason for adopting such a plan is a lack of facilities, but nevertheless they are proposing a system very close to the one found in Russia today.

When the negative debaters propose that we should not allow poor and medium students to have spaces in our colleges when better trained students are denied spaces because they cannot pay their own way they are really advocating a plan that says that higher education should be provided for the students who will give the greatest benefit to this nation. Our motives in doing this are not the same as those of Russia but the final results will be about the same. We are happy that the members of the negative team seem to agree with us on this important point in this debate.

SAMPLE NEGATIVE DILEMMAS

QUESTION: It is a well known fact that the United States has come closer to the objective of high school and college education for everyone than any other nation in the world. Do the members of the affirmative feel that we should adopt one of the European systems of education even

though it would mean that the actual number of students attending our colleges and universities would likely be reduced to only about 20 per cent of our present number?

IF THEY ANSWER YES! We have asked the members of the affirmative team if they would favor the adoption of a system of education that will reduce the number of Americans attending college to about 20 per cent of the present number, and they have answered yes. We cannot understand how they can take such a stand if they are really interested in securing the best possible system of education for the United States.

According to Byron S. Hollinshead, of the Technical Assistance Department of UNESCO in Paris for the last five years, "Only the top 10 per cent of French and English students are still in school at the age 16 as opposed to 70 per cent in America, and only about 5 per cent of the European elite attend college as contrasted with 25 per cent in this country." If this plan that is defended by the affirmative is put into effect our college enrollment would be reduced from about 3 million students to only about 600,000. What systems of elimination would they propose to bring about this change? Which ones of our more than 1,800 institutions of higher education would they force to close their doors when this plan is adopted? How would the United States benefit by the adoption of such a system?

We will agree that much of the work given by colleges might well be made more difficult, and the poorer students could be eliminated if they do not do the work, but we still feel that the American ideal of giving every young American an opportunity to benefit from going to college and of getting a college education should be retained regardless of the other changes that may be made.

IF THEY ANSWER NO! We are really surprised by the answer that the affirmative debaters have given to our question. We asked them if they would favor the adoption of one of the European plans of higher education if such an adoption would mean that only about 20 per cent as many American youth would be allowed to go to college as is the case today. In answer to this question they have given a strong no. What they have actually said is that even though they are arguing in favor of adoption of one of the European systems of higher education they do not want to have the number of students going to American

colleges reduced to only about 20 per cent of the present enrollment.

The affirmative debaters cannot have their cake and eat it too. If we adopt the European system of higher education we will refuse the opportunity for higher education to thousands of American youth who will greatly profit by such an education. In the end the United States will be the loser. Since the affirmative have publicly stated that they really do not want this feature of European education we fail to see how they can continue to defend the European system of education.

Science and Safety in Driving

CONN F. PADILLA
Director of Safety
Fort Collins Public Schools
Fort Collins, Colorado

A good driver requires the qualities that are needed to be a good citizen. Learning to drive is closely related with learning to live. You cannot teach people to be good drivers without teaching them the same things that make good citizens. There is no better or more effective way of learning what it takes to live acceptably in our modern world than by discovering these things through learning to drive.

Learning to live and learning to drive bring into the picture another aspect of learning which we do not always associate with driver education; in this case the study of science or the study of certain phases of physics. A large part of driver education is based on scientific principles. Driving entails the application of these principles. Driver education and safety education are at the heart of general education.

If one analyzes what goes on in a good driver education program, one will find that this teacher is continually using the concepts and skills of the traditional subject field, all the way from communications to physics. It is not possible to tell a student how an engine runs, how a torque converter works, how a hydraulic brake system works without teaching the basic fundamental principles.

Such a simple thing as why a car slides off a curve at high speed cannot be explained without bringing into play such basic physics as they are

applied to air pressure, heat conversion, Archimedes principle, Newton's laws of motion, and other laws of physics. Many such fundamentals must be used in order to explain adequately the mechanics of our cars or the forces acting upon our cars whether they are parked at the curb, being driven in a straight line, or going around a corner.

Laws of physics are applied directly or indirectly every time that you drive your car. We also have to explain laws of electricity, energy, sound, and others. All this means that the driver education instructor, besides being a teacher, is a full-time counselor; and "In one factor alone in his professional development must be one of the most able and broadly educated teachers on his staff."¹

Science has been applied to create many machines, including the ballpoint pen as well as the automobile. It has given man confidence in his intellectual supremacy over nature and has provided a method of approach to all problems that require a conclusion from observed facts.

We have gathered a multitude of facts in our fight to reduce accidents. If we can all cooperate in the assimilation of these facts and put the results to work for the reduction of accidents our time will not have been in vain.

We Americans are a scientific people and if we are going to continue to be a scientific people we are going to have to use not only our own good common sense but also a scientific approach to our social problems. Traffic safety is a social problem and if left to itself will destroy us without the necessity of a missile, a sputnik, or a bullet.

If more students could take advantage of driver and safety education this country would not now be suffering from the tragic waste of 95,000 lives annually—not counting the maimed, or the handicapped, nor the countless lives that through necessity must be diverted from other endeavors to care for the maimed and handicapped because of accidents. In order to keep this malady from destroying us we must work together for the general scientific advancement of education, citizenship, and life itself.

It is necessary that time and talent be applied to the total education of all our children—which in this missile age must of necessity include scientific education in everything, for safe living.

¹ Barnes, David H., N.E.A. National Commission on Safety Education. From a speech delivered at Louisiana Education Association meeting at Shreveport in November, 1957.

ASSEMBLY PROGRAMS

for December

OUR ASSEMBLY PROGRAM COMMITTEE

Though becoming ever more popular, the assembly program is not new. At first it was a chapel service laced with a few announcements or orders from the administration. In its second phase authority still controlled but programs of greater variety were offered to improve the minds of the students. In the third phase it has become an educative device with definite objectives. This program is achieved by all-school participation.

A good program cannot be achieved without planning. Our student council has been nibbling at the problem for two years and this year we have plans for a better assembly calendar. We have placed the responsibility for quality on a committee outside the council, with two faculty directors and representatives from our three classes. This committee plans the assemblies scheduling two a month, in addition to the pep assemblies and others which are necessary but which cannot always be scheduled very far ahead.

This calendar is set up as soon as the football schedule is completed. For the second semester it is planned as early in the year as possible with the exception that a few adjustments for the basketball games from January to March may be necessary.

The sponsors are people with experience in extracurricular activities and know the community and school resources in the way of speakers, artists, musicians, and entertainment devices. They also help the group who are responsible for the meetings. This committee assigns an over-all subject for each date; and then one week before presentation attends a rehearsal. If the show is not up to par the committee stops it or helps to improve it.

The committee recognizes that a presentation must be worth the 325 students' hours spent in watching it. We can't throw away that much student and faculty time.

This assembly committee also arranges exchange assemblies with other schools. Its use of community resources cut across the barriers of culture, class, and creed.

To achieve the objectives careful evaluation must be made of each program so the committee makes serious attempts to get good answers to such questions as: Did it serve the objectives in mind? Did it have teen-age appeal? Was it with-

BYRD F. SAWYER

*Churchill County High School
Fallon, Nevada*

et al.

out bias? Did the speaker or other elements show new facets? Would it incline pupils toward more and/or better education?

While the fresh touch of the outsider is fine it is better to use the resources within the school whenever possible. The subject fields can provide material for fine assembly programs; and certainly all the clubs and classes should have an opportunity to show their talent to their fellow students. Every teacher is potential program material. Student and faculty participation will frequently bring out ignored and hidden talents. Working together on programs is a good way to develop better relations between students and faculty members.

The assembly is the one democratic gathering in the school plan. Faculty, students, and administrators meet on equal footing to share the program. It is a time to learn, to enjoy each other, to break routine, and just relax. It is also a laboratory for experimentation in what we shall do with all this leisure time we seem to have. An assembly brings us all closer together and makes for friendliness and if the programs are good discipline is never a problem.

Through the student body meetings, pep assemblies, and the several student council assemblies there is a healthy recognition of achievement and a demonstration of how the various activities operate.

We are sure that placing the responsibility for assembly programs in the hands of an interested and competent committee achieves far better results than the practice of "leaving it up to the principal."

AUTHOR'S NOTE: Every issue of SCHOOL ACTIVITIES presents assemblies appropriate to the approaching month. This is the best source of assembly materials that I know about.

CHRISTMAS ASSEMBLY PROGRAM

Music Department In Charge

This program should be started with the presentation of the Flag, and the Pledge of Allegiance to the Flag, which makes one important part of

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every program which should be handled with dignity and regularity. We certainly should be ever mindful of the rights and privileges which we share in these, our United States.

The program:

Orchestra Numbers

Impresario Overture Mozart
Allemande for String Orchestra Rousseau
Three Seventeenth Century Tunes

Valerius-Kindler

Spirit of Christmas Fantasia Reibold

The orchestra director or president of the orchestral group should make a short talk at this time regarding composers, orchestration, meaning, and plans for the musical group. The student body is interested in the plan of the group for concerts and other public appearances planned for them.

Mixed Chorus

Hail, Our Redeemer Rhea
Carol of the Bells Leontovich
Lullaby on Christmas Eve Christiansen

(In this group there is opportunity to feature one of the group who has solo possibilities.)

James Thurber, American Humorist

Drama Student

We present James Thurber who was born December 8, 1894, just 64 years ago. Humorist, author, James Thurber has given much to our American way of life and has helped to lighten the hours which were dark and unsavory.

The following cutting from one of the selections of his "Thurber Carnival" will show his wit and good humor.

(Note: This presentation should give more of the facts concerning the life and work of Thurber. It is included to give the necessary light touch to the program. The cutting should be made by the student from any one of the selections found in Thurber.)

Girls' Chorus

How Lovely Are Thy Dwellings Gain
Lo, How a Rose E'er Blooming Praetorius

This last group should be prefaced by remarks by the director, so as to present him to the student body that he may have opportunity to tell the students and visitors about the work of the organization.

Of course, the traditional Christmas decorations and atmosphere should be incorporated into this program to make it more realistic and impressive. The Christmas season is just about the best time of the entire year.

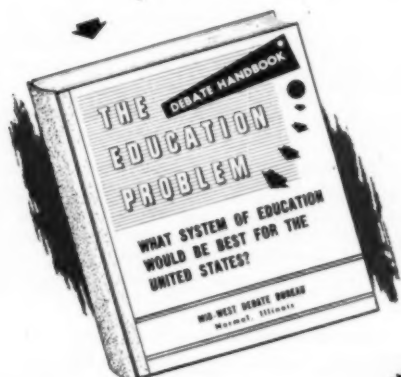
ANNUAL CHRISTMAS ASSEMBLY

There is really so much material for use in developing Christmas programs that suggestions are

School Activities

DEBATE

Materials



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SCHOOL YEAR 1958-1959

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repetitious. Many schools make the Christmas assembly almost entirely musical. Choral readings have become popular as a feature of Christmas assemblies. A program presented at one school that seems fairly typical of those given in many high schools is presented here.

Plans for this Christmas assembly program were centered around the belief that music is the best medium for conveying the Christmas spirit. Appropriate music, combined with Bible passages and effective lighting, provided a basis for a program which deserved and received acclaim from those in attendance.

As the audience entered the auditorium, they were greeted by strains of familiar holiday carols and the aroma of luxurious pine boughs. The stage curtains were open, and in the subdued lighting could be seen an altar, set with flickering candles and an open Bible, with a stained glass window as a background.

When the students were seated, there appeared by the altar a student narrator, in robes representing those of a priest. At the same time, the ninety members of the junior and senior A Cappella Choirs entered, carrying electric tapers and singing, "Oh Come, All Ye Faithful."

The girls, dressed in white blouses and dark skirts, and the boys, dressed in white shirts and dark suits, came in from both sides of the auditorium, walking in single file toward the center aisle, where they met and walked in pairs to the stage.

The choirs arranged themselves in rows on either side of the altar, standing in tiers so that the red song-folders and glowing candle effect were plainly visible.

The audience then bowed their heads as a pupil read a prayer, the translation of Palestrini's "Adoramus Te," after which the narrator stepped forward and read the first seven verses of Luke, Chapter II, verses 1-20.

As the student finished the lines, the choirs began to sing softly, "I Wonder As I Wander." From then on, a verse or two at a time was read from the Christmas story, interspersed with songs chosen to parallel the thought of the narrator.

These songs were sung: "Angels We Have Heard On High," "While Shepherds Watched," "Harken! O Shepherds," "As Lately We Watched," "The Angels and the Shepherds," "Now the Holy Child Is Born," "Jesus, Jesus, Rest Your Head,"

"Cradle Hymn," "Now Let Every Tongue Adore Thee," "Hark! Bethlehem," and "Cantique de Noel."

Then everyone joined the choruses in singing "Silent Night," after which came the recessional, "Joy to the World." This brought to close an assembly which portrayed the appreciation of the true Christmas spirit.

STUDENT TALENT PROGRAM

A program that should be presented some time during the school year is the so-called talent assembly. It is necessarily composed largely of entertaining features, but certainly should not be a student "show-off." The program should permit individuals and groups to present some of the activities in which they excel.

One school gives an interesting report on a student talent assembly. The emphasis was placed on completely new, solely student talent. It was presented as a typical "Medicine Man" show.

The initial preparation for this event was a meeting of heads of all departments in the school. The teachers met, with the idea that talent should be uncovered which had never before been used in assembly programs.

They presented ideas for student talent which were considered worthy of presentation to the whole student body. Approximately forty students sent by the various departments met after the teacher meeting and made more suggestions for the production.

Some of the various fields of talents suggested were: music, speech, and various comedy stunts. It was decided that the program should be in the form of a variety show and various ideas were presented for a theme.

Some of the numbers were: a circus, a radio-TV show, and a medicine show. The latter was decided upon for this assembly.

Preparations were then put back in charge of the original committee of teachers who narrowed the field down to the acts which made up the finished performance.

An outstanding English student, who excelled in creative writing, was asked to prepare the script. The speech department contributed a boy to act as the Medicine Man. Both of these boys had seen an actual medicine show, and so were a valuable aid to the preparations.

A crew of students who regularly prepared the stage props for school assemblies, were put to work, with a teacher acting as sponsor. They were somewhat experienced and turned in a nice piece of work.

The music department contributed a quaint German band which furnished opening and closing

music for the program. Several boys in the choir took part by singing traditional American ballads. Some of the numbers were: "Home Sweet Home," "She'll Be Comin' Round the Mountain," "Home on the Range," "Skip to My Lou."

The finished show consisted of two girl acrobats, two girl Dutch dancers, a special art department student featured as a play on the word "lines," the boy vocal group, plus a special exhibition of the quality of the medicine being shown by the Medicine Man.

Festivities ceased rather abruptly and promptly when a hefty policeman barged in at the end of the last act and broke up the show, charging that the "Medicine Man Racket" was illegal. The policeman turned out to be a student of the school who had borrowed his father's police uniform.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946,

of SCHOOL ACTIVITIES MAGAZINE published monthly except June, July, and August, at Lawrence, Kansas, for October 1, 1958.

County of Douglas, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Ralph E. Graber, who having been duly sworn according to law, deposes and says that he is the Managing Editor of the School Activities magazine and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly, or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, associate editor, and business manager are:
Publisher: School Activities Publishing Co., Lawrence, Kansas.

Editor: Harry C. McKown, Gilson, Illinois
Managing Editor: Ralph E. Graber
Associate Editor: C. R. Van Nice, Des Moines, Iowa
Business Manager: Harold E. Allen

2. That the owner is School Service Co., Inc., 1041 New Hampshire, Lawrence, Kansas

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Des Moines, Iowa; Ralph E. Graber, Lawrence, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; Harold E. Allen, Lawrence, Kansas; T. H. Reed, Topeka, Kansas; Ray Hanson, Macomb, Illinois; Harold E. Gibson, Normal, Illinois.

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(Signature of Managing Editor)

RALPH E. GRABER

Sworn to and subscribed before me this 18th day of September, 1958.

JOE TRAYLOR

(SEAL)

(My Commission expires October 30, 1958)

News Notes and Comments

Off On the Right Foot!

John Burroughs Junior High School (188M), New York City, recognizes the need for a good start daily. The home room period is used profitably before class begins. Special assignments are found daily on the chalkboard. They may be in silent reading, mathematics, current events, vocabulary, or other areas.

In addition, a special assignment is placed on the chalkboard prior to change of periods. Mimeographed and xeroxed material may be used. This permits pupils to come into the classroom and begin work immediately. A class officer takes charge while the teacher is still on hall duty.

Discipline is immeasurably improved, profitable work is accomplished, and pupils do not loiter in the halls since extra credit is given for this work.

Promote First Annual Conference

The First Annual Conference of the Student Councils of the Ontario, Canada, Secondary Schools was held at the Saltfleet District High School, Stoney Creek, Ontario, early in the spring. Discussion group meetings were held, in addition to a general meeting. Some of the discussion groups were award system, student council constitution and bylaws, finances, bookkeeping system, school spirit, student council activities, yearbook. The conference was very successful. Quite a complete report was written, mimeographed, bound, and distributed to the delegates.

Aviation Education Publications, Services

Many educational pamphlets, booklets, and services are available through the National Aviation Education Council. "U. S. Aviation Today," is quite a complete booklet of some 125 pages showing pictures and specifications of new planes and other inventions. Other publications are Science, Mathematics, English, Social Studies—"Teaching Aids for a Stronger America." Some ten or twelve other booklets are also available. "Skylights," a fact sheet is a regular monthly publication. High schools can enrich their offerings through the use of this available material.

"Allied Youth" Have Convention

Some 500 "Allied Youth" leaders enjoyed an excellent conference in Buck Hill Falls, Pennsylvania. The teen-agers felt that: Were they presented with valid information and permitted to

make up their own minds, they'd come up with the right decisions.

They were unanimous in the opinion that driver safety courses should be compulsory; "going steady" is passe; girls have no respect for a boy who drinks, and boys admire girls who do not drink; there is a need for community drag strips. These with the teen-agers making it their own personal mission to bring the "5 per cent" of delinquent children into socially acceptable patterns, would provide a strong answer to vandalism and other juvenile community problems.

"Allied Youth," founded in 1931, is a service organization, providing interested teen-agers with the facts about alcohol and about personality development. Operating primarily as an extracurricular activity in high schools throughout this country and Nova Scotia, "Allied Youth" offers members a program of "fun without drinking."

The participating teens are also encouraged to take part in community activities promoting responsible citizenship. During the past year, for example, AY'ers assisted in polio drives, city clean-up campaigns, baby-sat for voters, collected stamps for hospitalized veterans, conducted Religious Emphasis Weeks in their communities, among many others.

"All About Dogs"

Three publications on dogs have been made available by Gaines Dog Research Center. They are titled "Suggestions for Teachers and Club Leaders on Activities Related to Dogs," "Guide to Audio Visual Aids About Dogs," "Guide to Literature About Dogs." The booklets are full of information and instructions on the care and training of dogs. They are geared to use in clubs for students of elementary and secondary school age. Address the Center at 250 Park Avenue, New York 17, New York.

"Television For Children"

A booklet, "Television for Children," by Ralph Garry, et al., is an excellent dissertation in the field of educational TV. It contains a preface and chapters as follows: Introduction; Characteristics of Children's Programs; Concerns of Parents; Problems of the Broadcaster; The Child; Achieving Artistry and Showmanship—also a Digest. It was published by the School of Education, Boston University.

Folk Dance Camp Is Popular

The Folk Dance House sponsors a series of Maine Folk Dance Camps annually in June. The week-long camps are held at Pioneer Camps, Bridgton, Maine, near Portland, situated on a beautiful lake. Each session is limited to 100 persons. Folk, square, and contra dances are taught. An excellent staff is on hand to cook, teach, call, organize recreation, publish newspaper, organize games, etc. The Camp is sponsored by Folk Dance House, 108 West 16th Street, New York 11, New York.

Periodicals Pamphlet Available

An excellent publication is "Periodicals for Boys and Girls," compiled and published by Scholastic Magazines, Inc. It lists magazines, papers, and pamphlets; and gives starting date, circulation, sources, rates, and other pertinent information. The address is 33 West 42nd Street, New York 36, New York.

Annual Conservation Conference

The fifth annual conference of the Conservation Education Association was held in Salt Lake City, Utah, in August. Using the theme, "Conservation Education at the Grass Roots—How Can We Do It Better," the participants, including educators (teachers and administrators), leaders of youth groups, and representatives of industries and public and private agencies, analyzed conservation teaching techniques and tools and recommended what more is needed. Included in their considerations were teacher conservation workshops, conservation publications, field trips, charts, posters, films, slides, and the like.—The Maryland Teacher

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Photography Booklet Available

A new booklet, "Managing the High School Camera Club," is now available without charge to school principals and guidance counselors from Eastman Kodak Company.

"Managing the High School Camera Club" may be obtained by writing Sales Service Division, Eastman Kodak Company, Rochester 4, New York, and asking for Publication No. T-50.—North Carolina Public School Bulletin

Recreation, Camp Workshop

A new workshop in recreation and camp leadership was held at Illinois State Normal University in June. The workshop was arranged for elementary teachers interested in outdoor education as well as for physical education teachers. Fifth- and sixth-grade boys and girls from the area were enrolled in the camping program studied by the undergraduate students.—Illinois Education

Automation Continues

Automation in the library, in the form of a new book charging system that uses plastic "charge plates" made of Bakelite rigid vinyl sheet, is helping to simplify book circulation methods and to cut the costs of distributing books to readers. Developed by Addressograph-Multi-graph Corp., the new "Bookamatic" system eliminates the library assistant's task of creating a written or typed first overdue notice to remind borrowers of books that are overdue.

What You Need

N.A.S.C. PRODUCES NEW FILM

The National Association of Student Councils has prepared a new film for the use of student councils, civics classes, guidance counselors, and others who help young people to become interested in civic affairs and to learn more about how democratic government functions. The title: **CITIZENSHIP IN ACTION**.

This film should be helpful in showing students and the community what a student council is and what it is trying to do; it should be especially helpful in a student orientation program and in school assemblies. Civics classes could use it to interest students in taking a more active part not only in the management of the school but also in civic affairs generally. The film is in black and white, sound, and runs for about 23 minutes. Films are available for purchase or rental.

School Activities

How We Do It

AN ASSEMBLY PROGRAM VIA CLASS PROJECT

Our class had been studying about the Pilgrims and the first Thanksgiving. Someone in the class suggested that it might be fun to prepare and put on a play for a high school assembly. A delegate asked and was granted permission from the principal, and a date was set for the play.

We had about two weeks to prepare the material, draw the scenery for the background, build a Pilgrim house from a large cardboard box, and select the people who would actually play the parts in the story.

The whole class looked up material in the encyclopedia and other reference books on, how the Pilgrims dressed, and what kind of houses they lived in, in order to have the details as authentic as possible. They seemingly learned a great deal more about the Pilgrims in this fashion, than they would if this had been a reading assignment made by the teacher.

The actual dialogue for the play was taken from a Current Events paper with some modification to fit our own characters and situation.

We had regular play tryouts for the parts. The Pilgrim boy and girl were coveted roles because these characters would be dressed up as Pilgrims. Next in importance were the Indians. All the boys wanted to be Indians because they didn't have much to say and this also reminded them of "Indians and Cowboys."

The second part of the play was a classroom of modern school children wondering what the Pilgrim boy and girl would think of all our modern inventions and describing each one such as a radio, airplane, automobile, television, and atomic energy, and putting this into orbit, provided a way to include all students that deserved to take part in the play. Members of this group were to write up their own description of the modern invention of their choice.

After everyone had a chance to read aloud the part that he liked best, names of the characters were written on the chalkboard and the names of students who wanted the part. The class then voted by ballot for the person they thought could play the part the best. The persons who wanted the Pilgrim parts and didn't get them were willing to take a part in the last act of the play.

All those who were not in the play helped in some other way—by making scenery and cos-

tumes or getting the stage ready. There were only four or five out of twenty who did not have a speaking part in the play and this was of their own choice.

The group enjoyed practicing for the play. They were willing to go over and over the lines to get the best possible expression so they would not have to be prompted during the play. The students helped each other until the whole class knew everyone's lines.

Finally the big day arrived, just before Thanksgiving vacation. We had not been able to use the stage much for practicing or to get it ready until the day of the play, because of other class activities. This meant a lot of last minute preparation.

Everyone went right to work, putting up the Pilgrim house, the Thanksgiving table, the hand-made trees, plus a few corn shocks and pumpkins. The play was well presented and much enjoyed by the student body. The real value was probably in the students' learning to work together; and to be responsible for certain jobs so that the whole play would be a success.—Pauline L. Wentworth, Dryden Community School, Dryden, Michigan.

"DADS' CLUB" IS A REAL DANDY

The Dads' Club of Roosevelt High School, Portland, Oregon, is certainly an asset to the students. They have helped every phase of school life—social, academic, sports, activities. The club earns money through various projects and uses it to promote activities in the school.

They have earned money through the sale of memberships, operating the Dads' Club Dog House, selling programs at games, promoting wrestling matches, selling decals, and various other ways.

Some of their contributions and activities follow.

The club paid for an issue of the school paper so it could end up the year "out of the hole for the first time."

They purchased shoes for the members of the basketball team; furnished swimsuits for the swimming team; built the tennis backstops; provided the five-man sled for football practice; and sponsored the all-sports banquet for all students who earned an athletic letter.

Debs' Day Dance, one of the biggest social hits

of the year, is given by the Dads' Club, which furnishes the decorations, refreshments, and orchestra—and in addition, chaperon the affair. They also furnish the orchestra for the Sadie Hawkins Dance. They chaperon all Teds Teen Time occasions.

Members of the club patrol at all basketball and football games. They wear arm bands as their insignia of authority. They sponsor the chess club and the rifle club. They give financial and personal support to the driver training groups.

Members of the club make it their policy to attend school board meetings in order to keep abreast of school administration activities. One of the club's constitutional duties is to make suggestions for the improvement of operation of the school.

"We support the activities of the students by financial and physical contributions," is the expressed purpose of the club. The list of groups they contribute to in the school is long. The Dads' Club gives up much of their spare time to work in the interest of their young people. It is sincerely hoped that the Dads will be made to realize how much they are appreciated. They all certainly deserve thanks for their great efforts.—Roberta Long, Roosevelt High School, Portland, Oregon

STUDENT COUNCIL PROMOTES NUMEROUS PROJECTS

Our student council is comparatively young. We have built it in the past two years, and we feel that we have created a great many services to make it even more useful this year. Most of our activities are presented to a committee for approval and suggestions.

We distributed an activity calendar, which was posted every month. This calendar gives all the school meetings and assembly programs.

We feel that one of the best ways to learn something is to do it. Thus, by providing an opportunity for high school students to do the things which a good citizen does, the student council tries to teach good citizenship. We held our election of council officers, class representatives, and class presidents in the manner in which state elections are held.

Barrels were placed on the campus to promote a clean-up campaign.

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A service award was established in memory of one of our former principals to be given to the best citizen of the month, and from these an outstanding citizen of the year was selected.

We felt that our teachers deserved a little credit, after all; so we sponsored a Teacher Appreciation Week. During this week apples, dust pans, pointing sticks, and various other useful things were placed on their desks. We climaxed the activities of the week with a brunch in their honor.

We made a few revisions in the constitution, which we felt were for the betterment of our organization.

We converted the old gymnasium into a student center. We installed a juke box for which we provided the money to play it through proceeds acquired from the coke and candy machines.

All assembly programs were sponsored by the student council. We had a religious program twice a month.

Student council members assisted at the Girls' State Basketball Tournament. We also sponsored the sending of a telegram to our basketball team while they were at the state tournament. All the students paid a dime and signed their names.

After football games we sponsored several sock hops.

The council sends the officers for the following year to summer workshop and to a one-day convention.

To promote friendliness with neighboring schools, we exchanged talent shows with them.

By keeping things orderly, we helped in the lunch room during the noon hour.

There is a committee who send get-well cards to seriously ill persons, students, and people who are connected with the school in any way.

Recently we appointed an advisory committee composed of older students who are to help the younger ones.

We sponsored a student directory which contains all the students' names and addresses.

In the Tuberculosis Sanitarium at Booneville, there are two high school students to whom we sent money at Christmas time. Also, at Christmas we decorate a tree and the student body brought food and placed it under the tree to be distributed to the needy. We judged bulletin boards at Christmas time and the winner's picture was placed in our town paper.

We make the announcements over the P.A. system every morning to give the schedule for the day.

We concluded our year's activities with a Student Council Supper at the Hope Country Club.—Anna E. Williams, Sponsor, Hope High Student Council, Hope, Arkansas

A "SOX" HOP PROVES TO BE POPULAR

Since dancing with shoes was prohibited on the gymnasium floor, a clever "sox" hop was planned by the junior class for an all-school party. With the permission of the principal to have the suggested party, committees were formed and details were worked out.

Invitations were socks made of construction paper, and asked the girls to pack a box lunch for two in—you guessed it—a large sock, cut and sewn from some scrap material or fashioned from whatever material the girl might desire to use.

The publication committee had charge of preparing posters, contacting the local news office, and making home room announcements.

Decorations for the gym were socks of all descriptions and sizes and also bright colored streamers of crepe paper. Music was provided by popular records, and pupils obliged by checking in their shoes at the door and dancing in their stocking feet. Card tables were set up in one end of the gym for those who wished to play buncó or similar games.

At various intervals throughout the evening, the game committee led the group in relays or games and awarded prizes of certificates for socks to be obtained from local stores.

Promptly at nine o'clock, a local businessman sold the lunch socks at auction to the highest bidders. One group of three girls pinned their socks to a short piece of rope with clothespins, and the lunches were sold as a "trio." Pop and coffee were furnished by the class, under the direction of the food committee.

The pupils seemed sincere when they exclaimed: "That was the best party of the year," and the class expressed thanks for the additional funds for its treasury.—Ida Halverson, Clarkson Public School, Clarkson, Nebraska

THE PHOTOGRAPHY CLUB AND THE SCHOOL

Personal interest in photography is the prime motivating force so far as the members as individuals are concerned. To be of greatest value to the school community, however, the aims of the club must be concerned with more than the welfare and progress of the members as individuals.

For one thing, a group usually becomes unified only when demands are made upon it as a whole. In addition, high school students need experience in cooperative enterprise. So, in the plans and expressed aims of the high school camera club, the need for services to the school community should be emphasized.

Let's look at some of the other school organizations. The dramatic club and the glee club not

only give training and gratify the desire for personal achievement; they also weld the group together by providing experience in working toward a common goal. Could this be achieved if the group did not put on a public performance? So with the camera club! It can rank with the dramatic club, the glee club, and the debating society if it renders useful service to the school.

One obvious way of doing this is to tie the work of the camera club in with other school groups—the audio-visual corps, the journalism group, the school yearbook staff, and the athletic department. In setting up service projects with these groups, long-term projects should be avoided. Goals must be reached frequently. Then, the club as a whole and the individual members can experience the inspiration that comes from seeing the work they have done in use.

Credit lines mean a great deal in this connection and form one of the simplest and most effective forms of public recognition. To the photographic group, it is the same as the publication of the names of the performers in the program of a play or a concert. There are other ways of giving public acknowledgment of a job well done—the club exhibit well displayed in the school lobby, cafeteria, or some other good location is one example.

It might be argued that the obligations assumed in the service program of the club would interfere with the progress of the individual in developing skill and ability. This would be true if the club took on the job of making the portraits for the school yearbook or did photofinishing work for the school and the faculty. But, these are not the kind of service obligations we advocate.

There are others that involve such varied techniques that they will tend to stimulate broader interest. The real danger is that the members will take on projects beyond their photographic ability at the moment. Here is where the adviser comes in. He may caution against taking on the job, or he can counsel the individuals so that they

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will set about mastering the techniques to do the job.

Here is another reason why a certain number of service obligations can be beneficial. If the young photographers are making photos primarily for themselves, they are likely to accept finished prints that are "good enough." When, however, the print has to satisfy the need of the audio-visual department or the school yearbook, the work is measured by a different yardstick.—Eastman Kodak Company

A SCHOOL-COMMUNITY SERVICE TROPHY

To encourage clubs to give service to their school and community the Leigh G. Cooper Trophy, a handsome gold cup presented by a local civic club, was established at Denby High School in Detroit, Michigan, in 1953.

The trophy was named in honor of the late Dr. Leigh G. Cooper, first principal of Denby High School, who served twenty-two years at Denby. Dr. Cooper was noted for his premise that education was more than memorization of facts, but rather that it encompassed an understanding of life.

Previous to this semester the trophy was presented monthly, but now it is to be presented once a semester to the top service club of the previous term. A committee was selected to make the awards. This committee consists of five students, faculty members, and a community representative.

One semester the trophy was presented to the school's Denby Broadcasting Guild. This group made a tape recording of Denby's exchange student from Holland, to be sent to her family for Christmas. On this tape, the students recorded her piano solo and her message to her parents and family.

The D.B.G. also visits various hospitals and orphanages every year and gives programs to the children and adults.

On one occasion the trophy was presented to the school's Ad Club. The club was honored for its outstanding contribution to the school of six hand-drawn charts showing the layout of the building which covers an area of two and a half acres. Each chart, framed in handsome wood, is hung in a prominent place in the building.

The club sponsored a contest that named the twelve halls at Denby. The object of this project was to help visitors and newcomers find their way around the building more easily.

In addition, beautiful murals made by the club make the lunchroom a delightful place in which to eat. These projects took the Ad Club,

after careful planning and workmanship, three years to complete.

The assistant principal of Denby said, "The Dr. Leigh G. Cooper trophy award is not to be thought of as a competitive contest but as a recognition of those who have benefited others."

—Sally Dennis and Ruth Patterson, Edwin Denby High School, 12800 Kelly Road, Detroit 24, Mich.

Among The Books

TEAM SPORTS FOR GIRLS. By Ann Patterson. Copyright 1958. Cloth, 396 pp., \$5.00. Published by The Ronald Press Company, Book Publishers, 15 East 26th Street, New York 10, New York.

The author has had a rich experience in her field and is presently Professor of Physical Education, San Francisco State College, San Francisco, California.

The book presents techniques of teaching team sports to girls in junior and senior high schools and detailed descriptions of the fundamentals of eight major team sports: Basketball, field hockey, lacrosse, soccer, speedball, speed-a-way, softball, and volleyball. Other chapters in the book include: "The Value of Team Sports;" "Teaching Team Sports;" also an Appendix: List of Official Guides and Rule Books.

The book is well illustrated with pictures and photographs and drawings, as well as instructions. The book is intended: (1) as a textbook for prospective teachers of girls' physical education, for use in those courses on Methods of Teaching Physical Education or Methods of Teaching Team Sports offered in teacher-education institutions; and (2) as a source of study and reference for in-service teachers of girls' physical education in junior and senior high schools, including the increasing number of men who are teaching team sports to girls.

Comedy Cues

Speed Is the Answer

"Is it true," the teen-ager asked of the explorer just returned from the heart of Africa, "that lions won't hurt you if you carry a torch?"

"Well, that depends," replied the explorer, "on how fast you carry it."—Ex.

Well, Could Be

One student's definition of a spine: The spine is a long limber bone. Your head sets on one end and you set on the other.—Ex.

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